Becoming a Man (BAM) with high-dosage tutoring

Benefit-cost estimates updated July 2015. Literature review updated May 2015.

Current estimates replace old estimates. Numbers will change over time as a result of model inputs and monetization methods.

The WSIPP benefit-cost analysis examines, on an apples-to-apples basis, the monetary value of programs or policies to determine whether the benefits from the program exceed its costs. WSIPP's research approach to identifying evidence-based programs and policies has three main steps. First, we determine "what works" (and what does not work) to improve outcomes using a statistical technique called meta-analysis. Second, we calculate whether the benefits of a program exceed its costs. Third, we estimate the risk of investing in a program by testing the sensitivity of our results. For more detail on our methods, see our technical documentation.

Program Description: Becoming a Man (BAM) is a high school behavioral program that offers non-academic intervention to disadvantaged and at-risk males through exposure to prosocial adults and skill training based on cognitive behavioral therapy. The program focuses on teaching character and social-emotional skills including considering another person's perspective, evaluating consequences ahead of time, and reducing automatic decision-making. Participants attend weekly one-hour group sessions offered during the school day. The program included in this analysis combines BAM with individualized math tutoring conducted for one hour each day in groups of two students.

Benefit-Cost Summary

Program benefits	
Participants	$16,268
Taxpayers	$7,886
Other (1)	$7,439
Other (2)	($1,774)
Total	$29,819
Costs	($4,461)
Benefits minus cost	$25,358

Summary statistics	
Benefit to cost ratio	$6.68
Benefits minus costs	$25,358
Probability of a positive net present value	71 %

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2014). The economic discount rates and other relevant parameters are described in our technical documentation.

Detailed Monetary Benefit Estimates

Source of benefits	Benefits to Participants	Taxpayers	Other (1)	Other (2)	Total benefits
From primary participant					
Labor market earnings (test scores)	$16,382	$6,987	$8,092	$0	$31,461
Health care (educational attainment)	($114)	$899	($653)	$447	$579
Adjustment for deadweight cost of program	$0	$0	$0	($2,221)	($2,221)
Totals	$16,268	$7,886	$7,439	($1,774)	$29,819

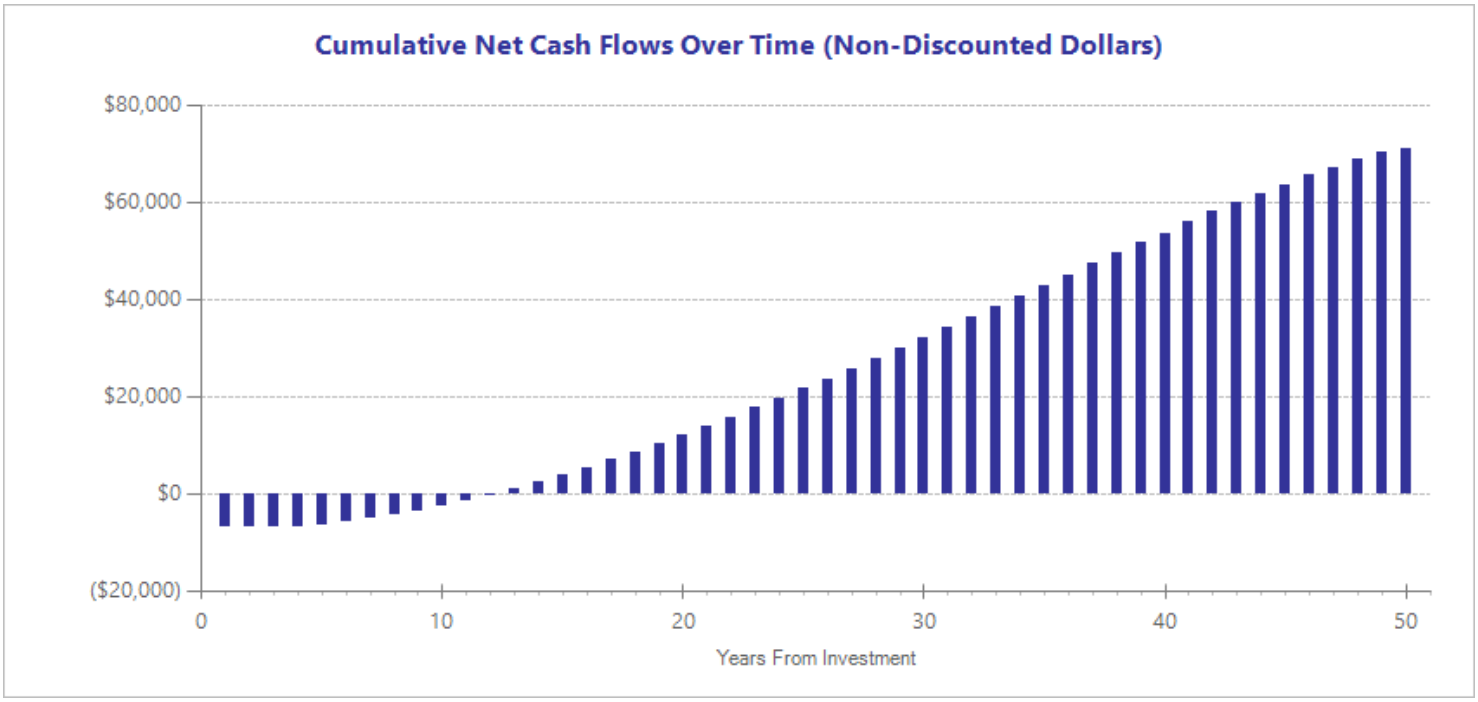
We created the two “other” categories to report results that do not fit neatly in the “participant” or “taxpayer” perspectives. In the “Other (1)” category we include the benefits of reductions in crime victimization, the economic spillover benefits of improvement in human capital outcomes, and the benefits from private or employer-paid health insurance. In the “Other (2)” category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	$4,400	1	2013	Present value of net program costs (in 2014 dollars)	($4,461)
Comparison costs	$0	1	2013	Uncertainty (+ or - %)	10 %

The estimated cost for BAM with high-dosage tutoring is $4,400 per student as reported in Cook, P.J., Dodge, K., Farkas, G., Fryer, R.G., Guryan, J., Ludwig, J., ... Steinberg, L.. (2014). The (surprising) efficacy of academic and behavioral intervention with disadvantaged youth: Results from a randomized experiment in Chicago (NBER Working Paper 19862). Cambridge, MA: National Bureau of Economic Research.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our technical documentation.



Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Treatment N	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
						First time ES is estimated			Second time ES is estimated		
				ES	p-value	ES	SE	Age	ES	SE	Age
Suspensions/expulsions	Primary	1	68	-0.210	0.338	-0.210	0.220	16	-0.210	0.220	16
School attendance	Primary	1	68	0.352	0.111	0.352	0.221	16	0.352	0.221	16
Office discipline referrals	Primary	1	72	0.073	0.726	0.073	0.208	16	0.073	0.208	16
Test scores	Primary	1	60	0.217	0.387	0.217	0.251	16	0.208	0.276	17
Grade point average	Primary	1	72	0.350	0.095	0.350	0.210	16	0.350	0.210	16

Citations Used in the Meta-Analysis

Cook, P.J., Dodge, K., Farkas, G., Fryer, R.G., Guryan, J., Ludwig, J., ... Steinberg, L.. (2014). *The (surprising) efficacy of academic and behavioral intervention with disadvantaged youth: Results from a randomized experiment in Chicago* (NBER Working Paper 19862). Cambridge, MA: National Bureau of Economic Research.

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